

Chulmleigh Primary School- Music Overview

	<u>Performing</u>	<u>Composing</u>	<u>Appraising</u>
Year 1	<p>Use their voices to speak/sing/chant Join in with singing</p> <p>Use instruments to perform Clap short rhythmic patterns Copy sounds</p>	<p>Make different sounds with their voice Make different sounds with instruments Identify changes in sounds</p> <p>Change the sound</p> <p>Repeat (short rhythmic and melodic) patterns Make a sequence of sounds</p> <p>Show sounds by using pictures</p>	<p>Respond to different moods in music</p> <p>Say how a piece of music makes them feel</p> <p>Say whether they like or dislike a piece of music</p> <p>Choose sounds to represent different things</p> <p>Recognise repeated patterns</p> <p>Follow instructions about when to play or sing</p>
Year 2	<p>Sing and follow the melody (tune) Sing accurately at a given pitch</p> <p>Perform simple patterns and accompaniments keeping a steady pulse</p> <p>Perform with others</p> <p>Play simple rhythmic patterns on an instrument</p> <p>Sing/ clap a pulse increasing or decreasing in tempo</p>	<p>Order sounds to create a beginning, middle and end Create music in response to</p> <p>Choose sounds which create an effect Use symbols to represent sounds</p> <p>Make connections between notations and musical sounds</p> <p>Improve their own work</p> <p>Listen out for particular things when listening to music</p>	<p>Improve their own work</p> <p>Listen out for particular things when listening to music</p>
Year 3	<p>Sing in tune with expression Control their voice when singing Play clear notes on instruments</p>	<p>Use different elements in their composition</p> <p>Create repeated patterns with different instruments Compose melodies and songs</p> <p>Create accompaniments for tunes</p> <p>Combine different sounds to create a specific mood or feeling</p>	<p>Improve their work explaining how it has improved Use musical words (the elements of music) to describe a piece of music and compositions</p> <p>Use musical words to describe what they like and dislike</p> <p>Recognise the work of at least one famous composer</p>

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Year 4	<p>Perform a simple part rhythmically</p> <p>Sing songs from memory with accurate pitch</p> <p>Improvise using repeated patterns</p>	<p>Use notations to record and interpret sequences of pitches</p> <p>Use standard notation</p> <p>Use notations to record compositions in a small group or on their own</p> <p>Use their notation in a performance</p>	<p>Explain the place of silence and say what effect it has</p> <p>Start to identify the character of a piece of music</p> <p>Describe and identify the different purposes of music</p> <p>Identify styles of musical work</p>
Year 5	<p>Breathe in the correct place when singing</p> <p>Sing and use their understanding of meaning to add expression</p> <p>Maintain their part whilst others are performing their part</p> <p>Perform 'by ear' and from simple notations</p> <p>Improvise within a group using melodic and rhythmic phrases</p> <p>Recognise and use basic structural forms e.g. rounds, variations, rondo form</p>	<p>Change sounds or organise them differently to change the effect</p> <p>Compose music which meets specific criteria</p> <p>Use their notations to record groups of pitches (chords)</p> <p>Use a music diary to record aspects of the composition process</p> <p>Choose the most appropriate tempos for a piece of music</p>	<p>Describe, compare and evaluate music using musical vocabulary</p> <p>Explain why they think their music is successful or unsuccessful</p> <p>Suggest improvements to their own or others' work</p> <p>Choose the most appropriate tempo for a piece of music</p> <p>Contrast the work of famous composers and show preferences</p>
Year 6	<p>Breathe in the correct place when singing</p> <p>Sing and use their understanding of meaning to add expression</p> <p>Maintain their part whilst others are performing their part</p> <p>Perform 'by ear' and from simple notations</p> <p>Improvise within a group using melodic and rhythmic phrases</p> <p>Recognise and use basic structural forms e.g. rounds, variations, rondo form</p>	<p>Change sounds or organise them differently to change the effect</p> <p>Compose music which meets specific criteria</p> <p>Use their notations to record groups of pitches (chords)</p> <p>Use a music diary to record aspects of the composition process</p> <p>Choose the most appropriate tempos for a piece of music</p>	<p>Describe, compare and evaluate music using musical vocabulary</p> <p>Explain why they think their music is successful or unsuccessful</p> <p>Suggest improvements to their own or others' work</p> <p>Choose the most appropriate tempo for a piece of music</p> <p>Contrast the work of famous composers and show preferences</p>